

NEW JERSEY SCHOOL CLIMATE SURVEY

SURVEY ADMINISTRATION GUIDE



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INTRODUCTION

The establishment and maintenance of positive school climates and cultures, as is the case with other school improvement efforts, require reliable data from which to identify strengths and concerns and draw actionable conclusions. The New Jersey School Climate Survey (NJSCS) is designed to collect and analyze objective information from diverse school populations (i.e., students, staff and parents) for reinforcing positive conditions and addressing vulnerabilities in local conditions for learning.

Schools are encouraged but not required to use the NJSCS tools to support local school climate and culture improvement activities. The NJSCS materials are provided as a service to help schools understand and improve local safe and supportive conditions for learning. The NJSCS also can be used to assist schools, particularly school safety teams, in meeting their obligations under the *Anti-Bullying Bill of Rights Act* to “...develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying ...” and to “... review and strengthen school climate and the policies of the school to prevent and address harassment, intimidation, or bullying of students.”

The NJSCS is a free resource designed exclusively for local use in supporting ongoing school improvement efforts. The NJSCS is based on the domains for school climate identified in the research literature. The questionnaires are drawn from field-tested survey instruments from multiple sources. The most robust and useful data is likely to come from the administration of all four surveys or as many of the surveys as possible; however, schools have the flexibility to administer the surveys in a way that will best meet their needs.

While the NJSCS materials are in the public domain, you may not under any circumstances change the materials and attribute the revised materials to the NJDOE in any way. You are encouraged to use the NJSCS tools as an integral part of your continuous efforts to improve

student's educations. Conducting a school climate survey on a regular basis will yield valuable information related to various aspects of your school, such as its:

- Physical Environment;
- Emotional Environment;
- Teaching and Learning Capability;
- Relationships;
- Community Engagement; and
- Morale in the School Community.

NJSCS Materials

This guide is designed to assist schools that are planning to conduct the New Jersey School Climate Survey (NJSCS) using the NJSCS materials provided to school districts by the New Jersey Department of Education (NJDOE), in collaboration with the Bloustein Center for Survey Research, at Rutgers, the State University of New Jersey. Chapters 1 to 4 offer recommended guidelines for conducting surveys, including planning and logistics; selecting participants and sampling; administering surveys; and preparing the data for the reporting of results. The NJDOE has distributed the 2013 NJSCS questionnaires and supplementary materials to each chief school administrator and charter school lead person. In addition to this guide, an NJSCS questionnaire and a data template for data entry and data display have been designed for use with each of four populations of the school community (i.e., school staff, middle school-high school students, elementary school students, parents). The file names for each product, organized by target populations, are as follows:

- School Staff, Teachers, and Administrators
 - Questionnaire – NJSCS_Staff_Q.pdf
 - Data Template – NJSCS_Staff_Data.xlsx
- Middle School and High School Students (grades 6-12)
 - Questionnaire – NJSCS_MSHS_Student_Q.pdf
 - Data Template – NJSCS_MSHS_Student_Data.xlsx

- Elementary School Students (grades 3-5)
 - Questionnaire – NJSCS_ES_Student_Q.pdf
 - Data Template – NJSCS_ES_Student_Data.xlsx
- Parents of Students
 - Questionnaire – NJSCS_Parent_Q.pdf
 - Data Template – NJSCS_Parent_Data.xlsx
- NJSCS: Survey Administration Guide
 - Survey Administration Guide – NJSCS_Guide.pdf
- Appendix A
 - Sample Selection Form – NJSCS_Sample_Selection_Form.xlsx
 - Class Roster Sheet – NJSCS_Class_Roster_Sheet.xlsx
- Appendix B
 - Data Entry and Display Tool Example

Comments or suggestions regarding the NJSCS materials may be directed to HIB@doe.state.nj.us.

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1. PLANNING YOUR SURVEY

The use of the surveys involves many steps, several of which can be time-consuming. It is important to prepare a comprehensive plan that describes all activities in detail, identifies the personnel who will perform each task, and allows sufficient time for the completion of each major activity. Start survey preparations by identifying key roles and responsibilities and establishing a timeline for the survey.

Previous surveying experience can provide excellent guidance during the NJSCS planning process. If your school has conducted a survey in past years, the information gained from the experience should be incorporated into your plan for this year's survey. Review the notes which were made during previous experiences to help identify useful techniques for ease of data collection and reporting. Expand and refine your plan each time you conduct the survey.

This chapter describes the following steps for planning to implement the NJSCS:

- Identify the staff member(s) who will coordinate the NJSCS project;
- Determine the staff member(s) who will administer survey to respondents; and
- Establish a survey schedule and procedures.

a. Designate a Survey Coordinator

It is important to identify a single person as the **Survey Coordinator**. The survey coordinator is responsible for overall management of the survey. The district anti-bullying coordinator or the school anti-bullying specialist might be an appropriate staff member to perform this role. The survey coordinator manages logistical aspects of the surveys, produces and distributes the questionnaires, identifies and trains staff to act as survey administrators, monitors data collection, tallies responses, and compiles the final data.

b. Determine the Staff Members Who Will Administer the Survey

Conducting a successful NJSCS relies on efforts from a variety of partners. Even after the coordinator generates a comprehensive plan for the NJSCS, responsibility for a successful implementation lies in the committed and coordinated efforts of the teachers and other staff members who distribute and collect the surveys, as well as with students and their parents. Therefore, it is vital for the survey coordinator to closely coordinate with these partners and take steps to ensure that they are emotionally invested in the survey outcomes at the outset of the survey process.

c. Establish a Timeline

To establish a realistic timeline for conducting the NJSCS, first identify the specific activities that must be accomplished and determine the amount of time that should be allotted for each activity. It is recommended that you conduct the survey process during the fall school period (September to December) or the spring period (January to May). Thus, as you determine how long each task will take, use a three to four month total time frame as a guide. Remember that the task time frames for student, parent, and staff surveys will also vary. For example, student data collection will likely only take a day or two, while collecting data from parents will utilize a longer time frame, such as 2-3 weeks. Also, remember that the time taken to perform tasks varies due to factors such as the number of staff members who will assist with the survey effort, their degree of expertise, and school enrollment size.

Table 1-1 provides a list of necessary activities and explains where in this guide that more information can be found on them. Many tasks in the timeline overlap. In most instances, multiple activities should be addressed during the same time frame. If you have conducted a NJSCS before, use that experience to guide your scheduling decisions. Identify activities that may take more (or less) time than has been previously allocated.

Table 1-1 Activity and Task Timeline

Chapter	Activity/Task	Comments	Time to Allow	When to Begin
1	Review previous survey procedures	Review notes from past years, talk to past coordinator/participants		
1	Establish a survey schedule and procedures	Fill out the activity task timelines, enumerate specific procedures		
2	Determine characteristics of the survey sample	Decide which selection methods and which ratios will be used		
2	Select classes for surveying; Identify staff eligible for survey	Select classes of students/parents for participation using ratios; identify school staff members eligible for inclusion in the survey		
3	Plan and design survey administrator training	Print out materials, meet with and train administrators		
3	Establish survey administration dates	Coordinate with school leadership to plan acceptable dates for surveying each population		
3	Print your survey questionnaires	Ensure that printing resources are available at school, print questionnaires		
3	Select and train survey administrators	Decide who from the school will participate, train them		
3	Administer the NJSCS	Distribute and collect surveys		
3	Close data collection	Decide on a time when surveys will no longer be accepted		
4	Review incoming surveys	Place ID numbers on questionnaires; review questionnaires for errors/inconsistencies prior to data entry; reconcile response rates		
4	Data entry and results	Input results from survey into data entry and display tool, observe auto-generated responses, distribute printed version		

Once a list of activities/tasks and a timeline are established, decide the way each activity will be conducted and who will be responsible for it. Create a planning worksheet to keep track of the status of activities. Table 1-2 is a sample planning worksheet that the survey coordinator can use. Schedule a meeting with staff, and if possible, include people who have helped conduct a survey in prior years. Their experience will be valuable during the planning process. This meeting should be scheduled as early as possible.

Table 1-2: Task Timeline and Participants

Task Name	Start Date	End Date	Person in Charge	Others Involved	Date Completed
Task #1: Planning the Survey					
<i>Review previous survey procedures</i>					
<i>Establish a survey schedule and procedures</i>					
Task #2: Selecting a Sample					
<i>Determine characteristics of sample</i>					
<i>Select classes</i>					
Task #3: Administering Surveys					
<i>Plan and design survey administrator training</i>					
<i>Establish survey administration dates</i>					
<i>Print your questionnaires</i>					
<i>Select and train survey administrators</i>					
<i>Administer NJSCS</i>					
<i>End data collection</i>					
Task #4: Reconciling Results and Reports					
<i>Review incoming surveys</i>					
<i>Input results and prepare data</i>					

2. SELECTING SURVEY PARTICIPANTS

The quality and usefulness of NJSCS data largely depend on the procedures used to select survey respondents for participation. Two selection procedures can be used in the administration of any of the school climate surveys: **census** and **probability sampling**.

Census - A census is when every staff member, student, or parent is selected for participation. This method ensures that there are enough completed surveys to yield reliable data. For example, staff surveys are likely to utilize the census procedure since there is small and manageable number of staff members at any school and surveying each member is not a burdensome task. Smaller schools will also likely find the census procedure for students and parents to be the most appropriate selection procedure for the survey.

Probability Sample – When the school population is especially large, surveying everyone can be costly, time-consuming, and is usually unnecessary. In these instances, a probability sample of the population to be surveyed should be selected. Larger schools may prefer the probability sampling procedures for students and parents as described later in this chapter, since surveying a larger population may be challenging and time-prohibitive.

Standardized sample selection and documentation procedures in this document are recommended to ensure NJSCS data are of the highest quality, credibility, and usefulness. This chapter describes the characteristics of a good survey sample; the importance of a good sample; and the procedures for selecting the NJSCS sample, including ways to:

- Utilize the sampling guidelines;
- Select the sample; and
- Document the sample.

a. Sampling Overview

A **good sample** is scientifically selected, efficient, and well-documented. A **scientific sample** gives each eligible respondent a known and equal probability of being selected as part of the sample. This is called **probability sampling**.

A **sample frame** is a list of potential respondents, from which the sample is chosen. The NJSCS recommends a classroom-level selection design that relies on student classes as the sampling frame for the selection of both student and parent populations. This is the case because it is far too administratively burdensome to select at the student or parent level. The survey coordinator is responsible for selecting the classes using the procedures described in this chapter and the NJSCS materials that have been made available to each chief school administrator and charter school lead person. A scientifically selected sample **cannot** include volunteer classes, because using the method of self-selection, or even targeted selection, can bias the results and impede your ability to draw actionable conclusions from the survey responses that can be said to represent the entire population.

An **efficient sample design** produces results that are more precise than those from other possible samples of the same cost and level of effort. The more precise the survey results, the more confidence you can have that the results are accurate and truly reflect the population's opinions. A very large sample is not efficient or necessary, since it will require more documentation and follow up and unnecessarily use resources in exchange for only a slight increase in survey precision.

Sampling error is a social science term which describes the statistical difference between interviewing everyone in an identified population and a sample drawn from that population. The overall sampling error associated with a sample of 500 respondents drawn from a population of 2,000, for example, is ± 3.8 percent (i.e. plus or minus 3.8 percent). Thus, if 47.0 percent of those in such a sample say they like their school, the range of the percentage of people in the population from which the sample is drawn who like their school would be between 43.2 percent and 50.8 percent (47.0 percent \pm

3.8%). Increasing a sample beyond 500 is highly inefficient, because it will not decrease the sampling error by much, but will cost much more in time and resources.

A good sample is also **well-documented**. For example, when surveying students, appropriate documentation is required during the class selection, data collection, and data analysis phases. Detailed documentation during these phases will help ensure the survey process is efficient and will provide a clear, written record of the NJSCS for the next time your school conducts the survey. **Response rate** is also an important sampling concept, and refers to the percentage of completed surveys received from the school census or sampled population. For example, if you are using a total of 500 respondents as the survey sample size and 450 respondents return completed surveys, the response rate is:

$$450 \text{ respondents completed surveys} \div 500 \text{ respondents in sample} = 90.0\% \text{ response rate}$$

It is expected that response rates for students and staff should be close to or near 100%, excluding students or staff who are absent for the period of survey administration or the few who choose not to participate. Therefore, conclusions drawn from these high response rate populations or samples should be very representative of the population overall. On the other hand, response rates for the parent survey are likely to be lower, and therefore, it is not recommended that you attempt to draw conclusions based on a sample size of fewer than 60 parents, if your student population is more than 300. With a participating sample of parents this small, the level of confidence that your estimates truly represent the overall school parent population's opinions is very small.

b. Sampling Guidelines

The sampling process will differ based on whether you are surveying staff, students, or parents; therefore instructions for sampling are presented separately below.

Staff Surveys

All staff surveys will be administered using a census, or full population sampling method. This sample will include all full-time school administrators, teachers and student support services staff, as well as office, custodial, food service, transportation and other staff. Schools may use discretion with regards to the inclusion of part time staff, remembering that the goal is to receive an accurate and complete picture of how staff members view the school climate. While most items in the staff survey are largely applicable to teachers and administration, other staff members may find some questions difficult to answer based on their position at the school. It is recommended you instruct all staff either to answer questions based on their perceptions or to leave items blank if they do not feel they can answer them. Do not forget to make a record of which staff members are included so that when it comes time to administer the survey no persons are omitted from the effort.

Student Surveys (Elementary and Middle-High School)

Table 2-1 provides estimated sample sizes based on the NJSCS sampling design for different eligible student population sizes. Find your school's student population in column 1 and use the corresponding sampling ratio in column 4 to select your sampling ratio, or the ratio of the total number classes to sampled classes. If enrollment in the school falls between two values in the student population column, use the sampling ratio for the smaller value. For example, if you have 1,250 eligible students, the sample ratio will be 2:1. Please note that "n-size" refers to the final number of completed surveys that you expect to receive when finished.

Table 2-1: Student Sampling Targets and Ratios

Student Population	Response Rate Assumption	Target n-size	Sampling Ratio	Sampling Error
Under 500	~ 100%	~ 500	census	
500 to 999	~ 100%	~ 500	2:1	+/- 2.5*
1,000 to 1,499	~ 100%	~ 500	3:1	+/- 3.4
1,500 to 1,999	~ 100%	~ 500	4:1	+/- 3.7
2,000 and over	~ 100%	~ 500	5:1	+/- 3.8

* Sampling error for population ranges were calculated 95% confidence using the midpoint between the two values.

Parent Surveys

Sampling of parents may be done by the selection of entire classes of students, who will then be given the survey to take home to their parents and, once completed, return them to their teachers. The only difference in the sampling process is that, since an approximate 50% response rate is expected from parents, this sample will be larger.

Schools are welcome to use main office lists of parents and sample from those in lieu of the class selection method, but this is only a viable option if you plan to mail surveys to parents, and it will be costlier in both money and time to use it. If you are using the recommended class selection method, Table 2-2 provides estimated sample sizes based on the NJSCS sampling design for different eligible population sizes. Again, find your school's student population in column 1 and use the corresponding sampling ratio in column 4. Remember that if your school enrollment falls between two values in the student population column, use the sampling ratio for the smaller value. For example, if you have 1,250 eligible students, your sample ratio will be 2:1.

Table 2-2: Parent Sampling Targets and Ratios

Student Population	Response Rate Assumption	Target n-size	Sampling Ratio	Sampling Error
Under 1,000	~ 50%	~ 500 or less	census	
1,000 to 2,000	~ 50%	~ 500 or less	2:1	+/- 4.3*
2,000 and over	~ 50%	~ 500 or less	3:1	+/- 3.8**

* Sampling error for population ranges were calculated 95% confidence using the midpoint between the two values.

* Sampling error for this ratio was calculated 95% confidence using the lowest value in the scenario (2,000).

c. Selecting a Survey Sample

The **Sample Selection Form** is a Microsoft Excel (MS-Excel) file that will assist the survey coordinator in selecting a sample for both student and parent surveys. The document is a blank sheet that includes rows in which to input each school class eligible for survey inclusion. Appendix A contains a sample of this sheet. Inputting this information will create a list to serve as the sampling frame. It also includes columns that identify the characteristics of each listed class; including the teacher name, grade level, and class enrollment. Classes should be grouped and inputted in order by grade level from low to high, with the lowest grade level listed first and the highest grade level listed last. Grouping the list by grade level is essential, because it will ensure that your final sample is roughly proportionate to the overall school population in terms of the composition of its grade levels.

Student Survey Sample

If you are selecting a ***student*** sample, it is strongly advised that class selection occur by homeroom. If homerooms are not used at your school or are otherwise unavailable, you may select classes by a certain period of the day, preferably one that does not include many “special classes,” such as Spanish or Art, because they may be subject to schedule fluctuations. This homeroom-based form of student sample selection is

optimal because it allows you to make a list of students to be surveyed directly from original homeroom rosters and also permits you to track participation.

Parent Survey Sample

If you are selecting a **parent** sample, it is also advised that you use homerooms, since it will be easier to keep track of the parents who have returned the survey with the same kinds of student-based class lists described above.

The process for selecting classes is explained below:

- 1) Ensure that all classes are input: a quality check can be performed by comparing the summed total from the “*enrollment*” column against school records.
- 2) Use the school’s allotted sampling ratio from column 3 in Tables 2-1 and 2-2 to select the appropriate number of classes from the list. For example, if there are 36 classes and the sampling ratio is 2:1, you will be selecting 18 classes.
- 3) Beginning with the first class on the list, use the ratio as an interval to select every (x)th class until you reach the end of the list. Continuing with the example above, if the sampling ratio is 2:1, select every 2nd class.
- 4) If you have sampled correctly, the summed enrollment from the selected classes should be approximately the amount that was desired in column 2 of Tables 2-1 and 2-2. You also should have selected a distribution of grade levels that is proportionate to the school’s grade composition – meaning that if the school consists of roughly 25% of 3rd grade classes, then the sample should also include roughly 25% of 3rd grade classes.

d. Documenting the Sample

Documenting the sample is very important. Complete documentation of the sampling process is essential both to demonstrate that the sample was selected scientifically and

to facilitate tracking during both the sample selection and the survey collection process. Documentation is especially important when tracking parent survey returns since their response rates will be lower. If information on the sampling process is not documented properly, results cannot be generalized to the entire population (i.e., cannot be said to represent the population). Additionally, a clear, written record of the sampling process will help improve future surveying efforts. Therefore, it is important to save all records pertaining to sample selection and refer to them if you have questions during or after the data collection process.

3. SURVEY ADMINISTRATION

This chapter focuses on the critical actions to be taken for a successful survey administration. Survey administration comprises a wide variety of activities, and refers to the overall management of the NJSCS and to the data collection procedures. Survey administration activities occur before, during, and after data collection; thus, survey administrators should be trained early in the process. Survey administration activities are divided into the following six categories:

- Establishing survey administration procedures;
- Selecting the dates for survey administration;
- Establishing a survey tracking system;
- Choosing and training survey administrators;
- Assembling and distributing survey materials; and
- Reconciling and correcting results.

a. Establishing Procedures

Establishing standards and procedures that will be uniformly used are crucial to the integrity of the survey administration and the survey results. The importance and benefits of setting standards and following prescribed procedures cannot be overstated. Survey administration standards help protect the confidentiality of participants, improve the quality of data, and increase response rates.

A very important aspect of NJSCS data collection is **confidentiality**. Respondents must feel confident that every reasonable effort has been made to protect their privacy. Ensuring confidentiality allows respondents to feel comfortable answering questions honestly, which ultimately leads to more accurate data - and is an indicator of school climate. In order to uphold confidentiality, only survey coordinators will have extended access to the survey answers. Consider asking all survey coordinators and administrators to sign a confidentiality agreement that can be shown to anyone who

would like to view it. Informing respondents of this agreement indicates to the respondents that the commitment to confidentiality is a serious one, and reinforces the survey administrator's obligation to protect respondent privacy.

b. Selecting a Time Frame

The dates selected for survey administration can affect response rates. While staff surveys can be scheduled more easily, remember the following guidelines as you select the parent and student survey administration dates since both populations may not be as available at these times, which will negatively affect response rates:

- Administer the survey as early in the semester as possible to avoid busy school schedules, standardized testing preparation, and decreased attendance, particularly by 12th graders at the end of the school year;
- Ideally, survey administration should take place over as short a time period as possible, preferably a single day for students and a single week for staff and parents. This is to ensure no respondents are surveyed twice or omitted. Also surveys are snapshots of sentiment during a specific time period; if a major event occurs during data collection, the survey's conceptual frame will differ between respondents and altar the results unevenly;
- Avoid holidays, special conference days, and standardized testing days; and avoid distributing the survey on the following days to avoid surveying during periods of low attendance:
 - The days immediately before or after spring break;
 - The Friday before a Monday holiday; and
 - Any day during the last month of school.

c. Establishing a Tracking System

Once your survey population has been selected, you can use the **Class Roster Sheet** to help track your sample. See Appendix A for an example; also provided as a MS-Excel file. These forms can be used by teachers or other administrators to track survey

returns. As completed surveys are collected at the homeroom level, survey administrators can check off each respondent's name as having participated in the survey. These forms should be returned to the survey coordinator, so the overall sample can be tracked and documented.

d. Training the Survey Administrators

Survey administrators have an important role. **Staff** and **parents** will likely be completing the survey at home, thus, the survey administrators will simply act as collectors for these populations. For **students**, classroom teachers may administer the survey, but you must make sure that the students feel comfortable enough to provide honest responses while their teacher is present. It is suggested that you allow proctors to conduct the survey, or have teachers switch classrooms for the day.

Once the survey administrators are selected, create a mechanism to ensure that they have uniform information about the NJSCS and follow the same survey administration procedures. A training session is the best method for providing this information. Survey administrators can be most efficiently trained simultaneously in a central location at the school. To increase the chances for retention of information, hold the training session as close as possible to the time when the survey will be administered. A short, but comprehensive, one-hour session should be sufficient.

Prepare a training agenda and relevant materials for the training session. The agenda could include the following topics, depending upon the activities that are required of the survey administrators:

- Purpose of the NJSCS;
- Importance of following survey administration procedures and maintaining confidentiality;
- Presenting and administering the survey;
- Documenting school and class participation; and
- Materials required for survey administration.

If a training session for survey administrators cannot be arranged, a detailed set of written instructions should be provided or, at a minimum, Chapter 3 of this survey administration guide, which is entitled “**Survey Administration**,” should be issued.

e. Assembling and Distributing Materials

The survey coordinator is responsible for printing all supplies necessary for survey administration and issuing those materials to the survey administrators before the selected survey date(s). Since collection will differ based upon population, the instructions below are divided into separate sections for staff, students, and parents.

Staff Surveys

It is recommended that staff be allowed to self-administer the survey, meaning that they be allowed to complete it at home or anywhere else that they feel comfortable answering honestly. Once completed, they will be responsible for returning them to the survey coordinator. Since it is vital that staff confidentiality be maintained, it is recommended that you inform all participating staff of the survey and its procedures beforehand. This may be accomplished using a letter which explains the purpose of the survey, instructs them on how to participate, and tells them when the survey will be distributed to them. Surveys can be given out in staff mailboxes or any other similar manner. Staff should be encouraged to return the survey to a single location, preferably in a bin or container placed somewhere that allows them some privacy upon return.

Student Surveys (Elementary and Middle-High School)

Once the survey administrators have the necessary supplies, they are to distribute them to students and collect them on the day of survey administration. The survey is designed to take no more than a regular 40-minute class period. It is recommended that classrooms be used as the venue for data collection. Survey administrators also

should be provided with a large envelope that can be sealed, in which to store completed surveys. This ensures that no surveys are misplaced and further assures students of confidentiality of participation.

Have survey administrators make a note of students who are absent on the day of the survey administration. These students can either complete the survey at home or a make-up session can be held in a central location where all students who were absent on the original planned date can complete the survey. Have survey administrators be prepared to help students who need assistance with reading, or who do not read English well enough to participate without help. It is important to emphasize that under no circumstances should survey administrators or others involved in survey administration attempt to influence student responses.

Parent Surveys

If you are utilizing the classroom-level selection method to survey the parent population, it is recommended that you allow students to deliver the questionnaire in a manner similar to the way that other school-parent communications are handled. This survey should be accompanied by a letter similar to the one prepared for staff. It should state the purpose of the survey and instruct parents on how to participate but, more importantly for parents, it should stress the benefits of their participation and provide them with a name and contact information for someone at the school that they can contact with questions about the survey.

f. Reconciling and Correcting the Results

Two forms are provided in Appendix A that can help with the reconciliation process: the **Sample Selection Form** and the **Class Roster Sheet**. The survey administrator should retain the sampling sheet in a central location in order to track both overall student participation and participation by class. Give a class roster sheet to each survey administrator that can be filled out during the survey process, to be returned to the survey coordinator as a cover sheet along with completed surveys from each

selected class. This way, participation can be tracked by class and school-wide response rates also can be tracked. The survey coordinator should number the surveys consecutively as they are received, in order to make data entry and entry correction easier. You may write the identification number on the lower right hand corner of the first page of each survey as they are returned. Make sure that you have as many completed surveys for entry as there are listed in the class roster forms that have been returned.

A task for the survey coordinator is to correct some of the incoming completed surveys that have been filled out incorrectly. This includes removing any identifying characteristics which were left in error by the respondent, such as their name, but it also includes making some important choices about the way respondent errors should be treated. Table 3-1 below lists some common errors made on survey forms and offers corrective measures. A concept that will make this easier to understand is the **missing value**. Missing values are when a respondent either does not answer a question or answers the question in an incorrect fashion. The way that these cases are treated has implications for survey findings. This list is not comprehensive; therefore, if you encounter additional similar errors during the course of survey collection, make a rule for each similar instance that arises and treat each instance in an identical fashion.

Table 3-1: Common Survey Errors

<u>If the Respondent.....</u>	<u>Corrective Measure</u>
<i>Selects more than one answer choice</i>	Neither answer should be counted and no response should be entered. Treat the survey item as a missing value.
<i>Writes in an answer <u>but</u> does not circle a response</i>	If the respondent has written an answer which is identical to a response category, then you can assign them the corresponding value of the appropriate response category. However, if the text of their written answer is unrelated to the options presented, treat it as a missing value.
<i>Writes in an answer <u>and</u> circles a response</i>	If an answer is written that is unrelated to the response choice, accept the circled answer. If their written answer contradicts a choice, treat the survey item as a missing value.

4. PREPARING DATA AND REPORTING RESULTS

This chapter describes the **Data Entry and Display Tool** which has been prepared in MS-Excel format and provided to school districts and charter schools by the NJDOE. This MS-Excel file, when used as described below, will facilitate a number of the survey coordinator's tasks, from acting as a data entry program to tabulating and summarizing data as well as reporting results automatically in a user-friendly and easy-to-understand fashion. The chapter is broken into four main sections, which focus on the following topics:

- Understanding the organization of the data entry and display tool;
- Describing the survey domains;
- Interpreting the auto-generated tabs on the data entry and display tool; and
- Printing and distributing results

a. Understanding the Data Entry and Display Tool

The data entry and display tool is designed to facilitate data compilation and produce graphical representations of survey results. Once you have completed the data collection and reconciliation of incoming survey materials, results must be manually input into the data entry and display tool. The tool will generate reports from the entered data to help you interpret the findings and understand the things being done well in the school and areas that could be improved in the school climate and culture. If you have used MS-Excel before, the tool will be easy to navigate. If you have not used MS-Excel, you might recruit someone at the school who is more familiar with the program; however, a quick tutorial on MS-Excel can most likely enable even the novice to easily use the data entry and display tool.

The data entry and display tool is organized into 10 separate tabs, which must be clicked on to access the 10 individual MS-Excel sheets. There is a tab labeled **Instructions**, which explains in detail how to use all the sheets in the tool. The tab

labeled **Data Entry** is the place where you will interface with the program, individually inputting answers directly from the surveys. Once you have input the responses from all completed surveys into the data entry tab, the remaining seven sheets will automatically populate with results in statistical and graphical form. These sheets are accessed by clicking on the tabs on the bottom of the page labeled **Physical Environment**, **Emotional Environment**, **Teaching and Learning**, **Relationships**, **Community Engagement**, **Morale in the School Community**, and **Domain Scores**. The first six of these tabs represent the survey domains, which are explained below, and the final tab is an overall summary sheet of all six domains. These sheets are all easily printed and can be distributed in order to facilitate a discussion of survey results among school stakeholders. There is also a tab labeled **Data Display Instructions**, which provides detailed explanations for understanding and interpreting the results in the six individual domain tabs and summary **Domain Scores** tab.

b. The Survey Domains

The NJSCS is based on six school climate domains identified in the research literature, and the questions are drawn heavily from field-tested survey instruments that were found mainly on the United States Department of Education's Safe and Supportive Schools Technical Assistance Center website¹. As quoted from the Center's website, their goals are identified as follows:

- [Provide] training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students
- [Seek] to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

¹ The contents of the Safe and Supportive Schools Technical Assistance Center website were assembled under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR), Contract Number ED-OSD-10-O-0093. The website was last accessed on October 25, 2012 at the link below:
<http://safesupportiveschools.ed.gov/index.php?id=01>

The survey questions are organized into these conceptual domains, or categories which together make up the school's overall climate. Each question belongs within one of these categories, and responses are tabulated in order to score these domains, with a higher score representing a healthier and more positive school climate. The domains, described below in plain language, are color-coded and accompanied by one example of a survey question taken from each domain. Please note that all question examples were taken from the Middle-High School Survey.

Physical Environment - This domain addresses scheduling, the use of the building, and attitudes toward the building. A sample survey question from this domain is: ***“My school is kept clean”***

Emotional Environment - This domain addresses attitudes toward physical safety, the social environment, and individual emotional safety. This includes perceptions of how the average student ought to, and does, behave. A sample survey question from this domain is:

“Most students in my school do all their homework”

Teaching and Learning - This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about “ownership” (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality. A sample survey question from this domain is:

“My teachers think all students can do challenging school work”

Relationships - This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts, as well as the fairness of the administration of the

school's academic and social environments. A sample survey question from this domain is:

“Students at this school are often teased or picked on”

Community Engagement - This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications, an assessment of the degree of home support for learning, and general parental satisfaction with the school. A sample survey question from this domain is:

“My family wants me to do well in school”

Morale in the School Community - This domain addresses “pride of place” as ownership and identification with the school's central character, as well as a call to all stakeholders for “belonging” to the school. By considering the school as a “common cause,” this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes. A sample survey question from this domain is:

“I wish I went to a different school”

c. Interpreting Results

Once the data from each completed survey have been input into the data entry sheet, the cell fields in the six domain sheets and in the domain score sheet will automatically populate with the survey results. Detailed instructions for understanding and interpreting the survey results can be found in the **Data Display Instructions** tab, which is in the data entry and display tool MS-Excel sheet. It is important to interpret the data in the appropriate fashion, and care should be taken when drawing conclusions from results, especially if the survey data collection process yields a low response rate. Visual examples of completed results derived using the data display tool are provided in Appendix B. It should be noted that the template used in Appendix B is the display for

the middle and high school student survey. The templates provided for the other populations will largely follow the same layout, but have minor differences in appearance.

d. Printing and Distributing Results

The data entry and display tool has been formatted for ease of printing. The instructions sheet can be printed by selecting the “print” command from the main menu of the MS-Excel program. If you choose to print “entire workbook,” the file produced is set to print to 14 pages, with the last seven pages displaying the results of the survey. Each individual domain sheet and the summary domain score sheet can be printed by first clicking on the individual tab to be printed and then selecting print “active sheets” from the MS-Excel main menu. The page margins and page breaks have all been pre-assigned so they do not need to be adjusted. Each sheet also may be converted into separate Adobe PDF files before printing. The benefits of converting the workbook to a PDF include standardization of the document across software formats and operating systems as well as the ease of sending and receiving results via e-mail. The data entry and display tool is formatted for a color printer, so if one is available, please use it. However, even with no color, the printed results should provide materials that will be useful in starting a school-wide conversation with stakeholders about the results from the survey.

5. CLOSING

The NJSCS materials provide school staff with powerful tools for regularly examining and improving school climates and cultures. Used in accordance with the information in this guide and the intent of the NJSCS materials, the surveys provide valuable, objective information to support improvements in schools and their educational programs.

As meaningful and as useful as the survey results can be, the survey data can have even more power when used in conjunction with existing local data that provides information on student and staff attendance, student conduct referrals and dispositions, school violence, vandalism, harassment, intimidation and bullying and substance abuse incidents, as reported on the NJDOE's Electronic Violence and Vandalism Reporting System, student grades, standardized test scores, and student graduation and dropout. Considering the NJSCS survey data in concert with other data can provide a clearer and more complete understanding of school strengths and issues to be addressed, which can significantly help in identifying specific and measurable objectives for school change.

Additionally, the survey data might not tell the whole story about the school climate domains or might provide pointers for further study. It can be extremely beneficial to have discussions or hold "focus groups" with various school constituencies (e.g., students, school staff, parents and other community members) to provide insight into the data or to identify more specific information (e.g., examples, practical solutions), all of which aide in comprehending and giving meaning to the data and assist in focusing energies on targeted, proactive solutions.

The research literature overwhelmingly emphasizes the importance of using objective information in planning, implementing, and evaluating school improvement efforts. It is our hope that the NJSCS materials will be used as a primary mechanism for the objective assessment of local school climates and cultures for the overall improvement of schools.

Appendix A: Sample Materials

Sample Selection Form

In this example, the sampling ratio is 3:1, thus every third class is selected. The survey coordinator will be the one filling the red ink

School Name:				
Survey Coordinator				
Date/Period:				
Listing of Classes for Selected Period:				
Selection Order	Class	Teacher's Name	Total # Enrolled	Grade Level
1	Class 1	first name last name	23	7
2	Class 2	first name last name	23	7
3	Class 3	first name last name	23	7
1	Class 4	first name last name	23	7
2	Class 5	first name last name	23	7
3	Class 6	first name last name	23	7
1	Class 7	first name last name	23	7
2	Class 8	first name last name	23	7
3	Class 9	first name last name	23	7
1	Class 10	first name last name	23	7
2	Class 11	first name last name	23	7
3	Class 12	first name last name	23	7
1	Class 13	first name last name	23	7

Class Roster Form

School Name
Survey Issue Date

Teacher: _____

Class: _____

Period: _____

	Student Name	Survey	
		Returned	Not Returned
1	first name last name		
2	first name last name		
3	first name last name		
4	first name last name		
5	first name last name		
6	first name last name		
7	first name last name		
8	first name last name		
9	first name last name		
10	first name last name		
11	first name last name		
12	first name last name		
13	first name last name		
14	first name last name		
15	first name last name		
16	first name last name		
17	first name last name		
18	first name last name		

Appendix B: Sample Data Entry and Display Tool

New Jersey School Climate Survey Middle School and High School Students

Description of MS-Excel Template

This MS-Excel file is provided for the purposes of [Data Entry](#) and [Data Display](#) for the New Jersey School Climate Survey. Please note that there are separate Data Entry and Data Display templates for each of the four populations that receive the School Climate Survey - Middle School and High School Students, Elementary School Students, Parents and School Staff. The title of each template corresponds to the population being surveyed. This MS-Excel template contains 10 worksheets that are described below:

Worksheet	Description
Data Entry Instructions:	This contains instructions for using the Data Entry worksheet.
Data Entry	This is the worksheet where you will enter the data for each of the completed paper questionnaires.
Data Display Instructions:	This contains instructions for using the Data Display worksheets.
Physical Environment	This will contain the survey results for all questions in the <u>physical environment</u> domain.
Emotional Environment	This will contain the survey results for all questions in the <u>emotional environment</u> domain.
Teaching and Learning	This will contain the survey results for all questions in the <u>teaching and learning</u> domain.
Relationships	This will contain the survey results for all questions in the <u>relationships</u> domain.
Community Engagement	This will contain the survey results for all questions in the <u>community engagement</u> domain.
Morale in the School	This will contain the survey results for all questions in the <u>morale in the school</u> domain.
Domain Scores	This contains descriptions of all six domains, and will contain the calculated domain scores, and the domain score distributions.

The graphical presentations in the final seven worksheets (tabs) related to the six domains are produced from data entered on the **Data Entry** worksheet. The **Data Entry** tab requires data to be entered for the tables and graphs in subsequent tabs to be visible; therefore, you will not see graphs or tables in the tabs until data are entered. Each data display worksheet for the six survey domains listed above and the final domain score worksheet are all locked and can not be changed. These worksheets include many formulas essential for creating the tables. All tables are based on data entered from the data entry tab. Any mistakes in data entry will create errors in these data display tables. Therefore, the use of quality control in entering data is essential.

Note: Throughout Appendix B, the survey for middle school and high school students is used as an example. However, the instructions and guidance apply to the surveys for all four populations.

Instructions for Data Entry

The **Data Entry worksheet** is where you will enter the responses from each completed questionnaire. Begin by entering the school name and the school year where prompted in rows 8 and 9 of the **Data Entry** tab. This information must be entered in order for data to be automatically populated in other worksheets.

This template is divided into two parts: the **Survey Question Area (in columns A to D)** and the **Data Entry Area (starting from column E)**. The **Survey Question Area** lists each question as it appears on the survey, and will help you keep track of where you should be entering data. The **Data Entry Area** is where you will enter the data collected from all the completed questionnaires.

When you first open this template each column in the **Data Entry Area** is labeled as **OPEN**, this means that no data has been entered yet in those columns. After you finish entering each completed response - and confirm the record completion by selecting 'Yes' in row 111 - you will see this label change to **USED**.

Once you have finished collecting data from the respondents, you may begin recording the data in the template. **Make sure you enter each completed survey only ONE TIME**. Entering a survey twice will negatively affect the data. To ensure that you do not enter a questionnaire twice, number each questionnaire you receive consecutively, starting from 1. In the first column of the **Data Entry Area** you will record the Survey ID # from the first completed survey. This unique # is used only to keep track of responses, and will never be traced back to an individual respondent.

When entering the responses from the first questionnaire, move down column E from Question 1a through Question 9j. You may use the pull-down menu in the cell corresponding to each question to select the appropriate response (1-5) or you may type the appropriate response directly into the cell. You cannot type words or multiple responses into the corresponding cell. Respondents have been instructed to circle only ONE response for each question. If the respondent has circled more than one response for any question, leave the corresponding cell BLANK. Also, if the respondent has left a question blank, leave the corresponding cell BLANK.

The data entry sheet allows you to type in only valid answer codes for each question. Therefore, if the range of valid answer codes is 1 to 5, you can only type in one of those numbers. If you type in a higher number, you will receive an error message.

Double-check each entry to ensure that you have not missed any questions and that you have recorded all data in the correct cells. When you are satisfied that you have finished entering data for each survey, please select "Yes" from the pull-down menu in the final cell of the column. This will change the column you are working on from OPEN to USED. You may then continue onto the next column for your next completed survey. Complete this process until data from every completed questionnaire has been entered into the **Data Entry** worksheet.

Precautions when using the Data Entry Worksheet:

1. Use the "save as" command to save the file to your computer before entering data.
2. Save the file frequently when entering data in the workbook to prevent any loss of data. For example, maybe save the file after entering every 5 or 10 completed questionnaires.
3. The worksheets contain hidden formulas and are password protected; their settings are critical to the functioning of the data display worksheets in later tabs. Changing protected cells can corrupt formulas and cause errors. Please use the worksheet only as instructed.
4. Data entry prohibits locking all cells. Changing columns or deleting large blocks of cells will result in deleting some unprotected formulas. We **discourage** resizing columns or deleting data by using the "select all" command. If you have made errors in data entry that require changes, either type over cells that need to be replaced or highlight and delete ONLY cells that have incorrect answer codes in them.
5. This template was created using MS-Excel 2010.

School Climate Survey

Middle School and High School Students

Data Entry Form

Instructions

Please Enter the School Name: Example High School

Please Enter the School Year: 2012-13

For additional instructions, please see the instructions worksheet tab for details on how to use this data entry form.

1. Please indicate how much you agree or disagree with the following statements about your school:

- a. The length of the school day is about right.
- b. I often do not have enough time to get from one class to the next.
- c. My school is kept clean.
- d. I like my school building.

2. Please indicate how much you agree or disagree with the following statements about students at your school:

Most students in my school...

- a. give up when they cannot solve a problem easily.
- b. do all their homework.
- c. think it is OK to cheat if other students are cheating.
- d. try to do a good job on schoolwork even when it is not interesting.
- e. do their best, even when their work is difficult.

3. Please indicate how much you agree or disagree with the following statements about your teachers:

My teachers...

- a. give me a lot of encouragement.
- b. make learning interesting.
- c. encourage students to share their ideas about things we are studying in class.
- d. do not notice if I have trouble learning something.
- e. will help me improve my work if I do poorly on an assignment.
- f. think all students can do challenging school work.
- g. often assign homework that helps me learn.
- h. do not listen carefully enough to me when I speak in class.
- i. notice when I am doing a good job and let me know about it.
- j. provide me with lots of chances to be part of class discussions or activities.
- k. will give me extra help at school outside of our regular class.

4. Please indicate how much you agree or disagree with the following:

- a. Teachers at my school treat students with respect.
- b. Students in my school treat each other with respect.
- c. Adults in this school are often too busy to give students extra help.
- d. Most students in my school are easily able to work out disagreements with other students.
- e. There are lots of chances for students in my school to talk with a teacher one-on-one.
- f. Students at this school are often bullied.
- g. Students at this school are often teased or picked on.
- h. Harassment, intimidation, and bullying by other students are a problem at my school.
- i. Violence is a problem at my school.
- j. I sometimes stay home because I do not feel safe at school.
- k. Adults in this school are usually willing to make the time to give students extra help.
- l. My teachers really care about me.
- m. Adults in this school apply the same rules to all students equally.
- n. Students are treated fairly by the adults in the school.

5. Please indicate how much you agree or disagree with the following statements about your school:

- a. My school has clear rules and consequences for behavior.
- b. I worry about crime and violence in my school.

6. Please indicate how much you agree or disagree with the following statements about your school:

Most students in my school...

- a. are well-behaved.
- b. do not really care about each other.
- c. help each other when asked.
- d. just look out for themselves.
- e. treat each other well.

7. How safe do you feel...

- a. outside around the school?
- b. in the hallways and bathrooms of the school?
- c. in your classes?

8. Please indicate how much you agree or disagree with the following:

Thinking back over the past year in school, how often did you...

- a. enjoy being in school?
- b. hate being in school?
- c. try to do your best work in school?
- d. feel that the school work you were assigned was meaningful and important?

9. Please indicate how much you agree or disagree with the following:

- a. Students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class.
- b. I have opportunities to express myself at school.
- c. Students help decide what goes on in my school.
- d. I wish I went to a different school.
- e. In my school, students have lots of chances to help decide things like activities and rules.
- f. I feel like I belong at this school.
- g. Teachers and other adults here listen to students' ideas about the school.
- h. My family wants me to do well in school.
- i. My parents ask if I've gotten my homework done.
- j. My parents would punish me if I skipped school.

School Climate Survey

Middle School and High School Students

Instructions on Data Display

These instructions provide an overview of the NJ School Climate Survey **Data Display** worksheet and serve as a guide for understanding as well as interpreting the survey results. This section provides instructions on how to interpret a set of sample tables which look just like the ones that appear on the actual results tabs.

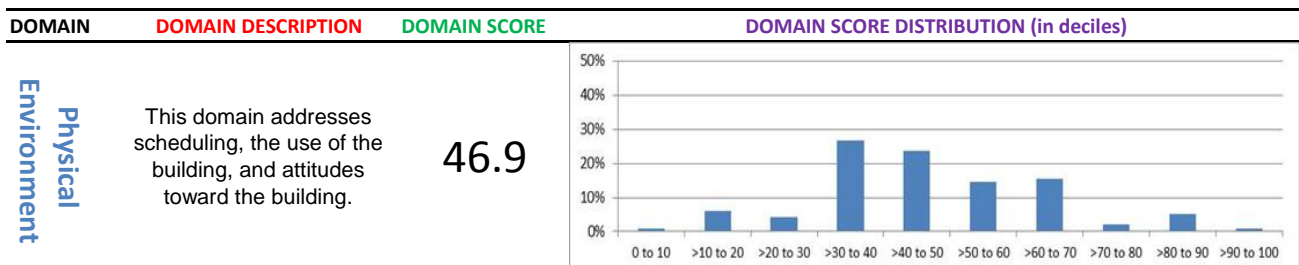
Reading the Individual Domain Scores

When you click on a domain tab, such as **Physical Environment**, the rows will show each of the individual question items from which the domain is constructed, while the columns contain information on the distribution of student responses as well as the overall mean rating. The number in the total respondents' column represents the number of students who answered the item, in the example below it is **99**. Also, all potential response categories are tabulated in terms of both the raw number of students who selected a particular response option and the percentage of the total respondents who answered that way. In the example below, **26** students (or **26.3%**) strongly disagreed that the length of the school day was about right. You may note that the total sum of the raw scores from all available response categories should add up to the number of total respondents indicated in the table. The summed percentages from each response category should add up to approximately 100.0%. (Minor differences may occur due to rounding.) Additionally, since the response categories have numerical values associated with them a mean for the item can be calculated by summing all the individual responses and dividing by the total number of respondents. In this way, a higher or lower score can relate to either a more positive or negative school climate depending on the wording of the question. In this example, the mean ranges from 1 to 5, and is calculated as **2.82**, or very close to neutral.

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	
1a	The length of the school day is about right	99	26 26.3%	20 20.2%	18 18.2%	16 16.2%	19 19.2%	2.82

Reading the Overall Domain Score Sheet

The domain scores sheet has been designed to produce a one-page summary of all domain scores, which is easily printed. Each domain is depicted and described in plain language in the **domain description** column. The **domain score** represents a value ranging from 0 to 100, which has been tabulated from the survey responses. A higher score represents a healthier, more positive school climate in that domain. In the example below, **Physical Environment** has been tabulated into a score of 46.9. The **domain score distribution** is a bar graph that depicts the distribution of individual student answers, grouped into deciles. Thus, if an individual student's survey scores a certain domain as 23, that student will be placed in the decile group between 20 and 30. The bar will be higher if more students place within that specified range, or lower if fewer students place within that range. In the example below, about 25% of students scored **Physical Environment** in the range between 30 and 40.



Precautions when using the Data Display Templates:

1. Use the "print preview" command to see the pages that will print *before printing*. This file should produce 14 pages of output. The last eight pages, from 7 to 14, are considered your report tables. Each table should be formatted properly for printing. You may want to first print the file as a PDF before printing from this Excel file. The PDF file can then be edited by deleting or adding pages for your report.
2. The template contains hidden formulas and is password protected.

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Neutral</i>	4 <i>Agree</i>	5 <i>Strongly Agree</i>	
1a	The length of the school day is about right	99	26 26.3%	20 20.2%	18 18.2%	16 16.2%	19 19.2%	2.82
1b	I often do not have enough time to get from one class to the next	99	17 17.2%	20 20.2%	22 22.2%	23 23.2%	17 17.2%	3.03
1c	My school is kept clean	100	23 23.0%	19 19.0%	20 20.0%	14 14.0%	24 24.0%	2.97
1d	I like my school building	99	25 25.3%	23 23.2%	17 17.2%	19 19.2%	15 15.2%	2.76

			Response Category					
Question Number	Question Item	Total Respondents	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Mean Rating
2a	Most students in my school give up when they cannot solve a problem easily	100	17 17.0%	21 21.0%	17 17.0%	22 22.0%	23 23.0%	3.13
2b	Most students in my school do all their homework	99	24 24.2%	20 20.2%	20 20.2%	16 16.2%	19 19.2%	2.86
2c	Most students in my school think it is OK to cheat if other students are cheating	99	22 22.2%	23 23.2%	14 14.1%	16 16.2%	24 24.2%	2.97
2d	Most students in my school try to do a good job on schoolwork even when it is not interesting	100	23 23.0%	13 13.0%	26 26.0%	19 19.0%	19 19.0%	2.98
2e	Most students in my school do their best, even when their work is difficult	100	24 24.0%	24 24.0%	20 20.0%	19 19.0%	13 13.0%	2.73
4i	Violence is a problem at my school	99	18 18.2%	16 16.2%	23 23.2%	22 22.2%	20 20.2%	3.10
4j	I sometimes stay home because I do not feel safe at school	99	21 21.2%	25 25.3%	17 17.2%	21 21.2%	15 15.2%	2.84
5a	My school has clear rules and consequences for behavior	99	18 18.2%	24 24.2%	22 22.2%	14 14.1%	21 21.2%	2.96
5b	I worry about crime and violence in my school	100	20 20.0%	27 27.0%	24 24.0%	14 14.0%	15 15.0%	2.77
6a	Most students in my school are well-behaved	100	17 17.0%	21 21.0%	15 15.0%	20 20.0%	27 27.0%	3.19
6c	Most students in my school help each other when asked	99	17 17.2%	19 19.2%	22 22.2%	22 22.2%	19 19.2%	3.07
			1	2	3	4		
Question Number	Question Item	Total Respondents	Not Safe	Some-what Safe	Mostly Safe	Very Safe		Mean Rating
7a	How safe do you feel outside around the school?	100	28 28.0%	22 22.0%	22 22.0%	28 28.0%		2.50
7b	How safe do you feel in the hallways and bathrooms of the school?	100	18 18.0%	19 19.0%	31 31.0%	32 32.0%		2.77
7c	How safe do you feel in your classes?	99	21 21.2%	28 28.3%	32 32.3%	18 18.2%		2.47

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Neutral</i>	4 <i>Agree</i>	5 <i>Strongly Agree</i>	
3a	My teachers give me a lot of encouragement	100	23 23.0%	18 18.0%	23 23.0%	16 16.0%	20 20.0%	2.92
3b	My teachers make learning interesting	100	17 17.0%	23 23.0%	18 18.0%	22 22.0%	20 20.0%	3.05
3c	My teachers encourage students to share their ideas about things we are studying in class	99	24 24.2%	23 23.2%	15 15.2%	19 19.2%	18 18.2%	2.84
3d	My teachers do not notice if I have trouble learning something	99	18 18.2%	21 21.2%	18 18.2%	18 18.2%	24 24.2%	3.09
3e	My teachers will help me improve my work if I do poorly on an assignment	100	15 15.0%	23 23.0%	20 20.0%	23 23.0%	19 19.0%	3.08
3f	My teachers think all students can do challenging school work	100	27 27.0%	19 19.0%	16 16.0%	17 17.0%	21 21.0%	2.86
3g	My teachers often assign homework that helps me learn	100	25 25.0%	30 30.0%	11 11.0%	13 13.0%	21 21.0%	2.75
3h	My teachers do not listen carefully enough to me when I speak in class	100	18 18.0%	19 19.0%	18 18.0%	22 22.0%	23 23.0%	3.13
3i	My teachers notice when I am doing a good job and let me know about it	100	25 25.0%	22 22.0%	17 17.0%	15 15.0%	21 21.0%	2.85
3j	My teachers provide me with lots of chances to be part of class discussions or activities	100	22 22.0%	16 16.0%	20 20.0%	18 18.0%	24 24.0%	3.06
3k	My teachers will give me extra help at school outside of our regular class	100	19 19.0%	15 15.0%	20 20.0%	23 23.0%	23 23.0%	3.16
4k	Adults in this school are usually willing to make the time to give students extra help	100	17 17.0%	21 21.0%	16 16.0%	21 21.0%	25 25.0%	3.16
9b	I have opportunities to express myself at school	99	19 19.2%	22 22.2%	18 18.2%	16 16.2%	24 24.2%	3.04
9c	Students help decide what goes on in my school	100	26 26.0%	15 15.0%	16 16.0%	22 22.0%	21 21.0%	2.97
9e	In my school, students have lots of chances to help decide things, like activities and rules	100	16 16.0%	8 8.0%	23 23.0%	24 24.0%	29 29.0%	3.42
9g	Teachers and other adults here listen to students' ideas about the school	99	25 25.3%	22 22.2%	19 19.2%	12 12.1%	21 21.2%	2.82

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Some- times</i>	4 <i>Often</i>	5 <i>Almost Always</i>	
8a	Thinking back over the past year in school, how often did you enjoy being in school?	100	22 22.0%	21 21.0%	19 19.0%	17 17.0%	21 21.0%	2.94
8b	Thinking back over the past year in school, how often did you hate being in school?	99	17 17.2%	16 16.2%	16 16.2%	26 26.3%	24 24.2%	3.24
8c	Thinking back over the past year in school, how often did you try to do your best work in school?	100	20 20.0%	20 20.0%	16 16.0%	26 26.0%	18 18.0%	3.02
8d	Thinking back over the past year in school, how often did you feel that the school work you were assigned was meaningful and important?	100	24 24.0%	18 18.0%	23 23.0%	19 19.0%	16 16.0%	2.85

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Neutral</i>	4 <i>Agree</i>	5 <i>Strongly Agree</i>	
4a	Teachers at my school treat students with respect	100	18 18.0%	18 18.0%	28 28.0%	19 19.0%	17 17.0%	2.99
4b	Students in my school treat each other with respect	100	18 18.0%	24 24.0%	18 18.0%	20 20.0%	20 20.0%	3.00
4c	Adults in this school are often too busy to give students extra help	100	17 17.0%	18 18.0%	18 18.0%	24 24.0%	23 23.0%	3.18
4d	Most students in my school are easily able to work out disagreements with other students	99	25 25.3%	15 15.2%	15 15.2%	23 23.2%	21 21.2%	3.00
4e	There are lots of chances for students in my school to talk with a teacher one-on-one	99	19 19.2%	19 19.2%	22 22.2%	20 20.2%	19 19.2%	3.01
4f	Students at this school are often bullied	100	25 25.0%	19 19.0%	25 25.0%	14 14.0%	17 17.0%	2.79
4g	Students at this school are often teased or picked on	100	17 17.0%	22 22.0%	21 21.0%	22 22.0%	18 18.0%	3.02
4h	Harassment, intimidation, and bullying by other students are a problem at my school	100	15 15.0%	21 21.0%	23 23.0%	29 29.0%	12 12.0%	3.02
4i	My teachers really care about me	100	18 18.0%	14 14.0%	22 22.0%	20 20.0%	26 26.0%	3.22
4m	Adults in this school apply the same rules to all students equally	100	18 18.0%	26 26.0%	20 20.0%	17 17.0%	19 19.0%	2.93
4n	Students are treated fairly by the adults in the school	100	14 14.0%	23 23.0%	23 23.0%	20 20.0%	20 20.0%	3.09
6b	Most students in my school do not really care about each other	100	18 18.0%	22 22.0%	21 21.0%	20 20.0%	19 19.0%	3.00
6d	Most students in my school just look out for themselves	100	12 12.0%	22 22.0%	23 23.0%	18 18.0%	25 25.0%	3.22
6e	Most students in my school treat each other well	98	20 20.4%	19 19.4%	21 21.4%	17 17.3%	21 21.4%	3.00

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Neutral</i>	4 <i>Agree</i>	5 <i>Strongly Agree</i>	
9h	My family wants me to do well in school	99	17 17.2%	23 23.2%	20 20.2%	17 17.2%	22 22.2%	3.04
9i	My parents ask if I've gotten my homework done	100	18 18.0%	21 21.0%	20 20.0%	16 16.0%	25 25.0%	3.09
9j	My parents would punish me if I skipped school	100	18 18.0%	18 18.0%	25 25.0%	19 19.0%	20 20.0%	3.05

Question Number	Question Item	Total Respondents	Response Category					Mean Rating
			1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Neutral</i>	4 <i>Agree</i>	5 <i>Strongly Agree</i>	
9a	Students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class	99	21 21.2%	22 22.2%	24 24.2%	17 17.2%	15 15.2%	2.83
9d	I wish I went to a different school	100	15 15.0%	23 23.0%	14 14.0%	25 25.0%	23 23.0%	3.18
9f	I feel like I belong at this school	100	18 18.0%	23 23.0%	18 18.0%	17 17.0%	24 24.0%	3.06

